DOCUMENT RESUME

ED 105 115 CE 003 374

AUTHOR Pepperman, Carl W.; Clark, Marie G.
TITLE The Career Education Institute: Its Goals, Its Activities, and Its Outcomes.
PUB DATE 11 Dec 74
NOTE 25p.; Includes script of slide-tape presentation; Paper presented at the American Vocational Association Convention (New Orleans, Louisiana, December 6-11, 1974)

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS Career Awareness; *Career Education; Change Agents; Change Strategies; Changing Attitudes; Community Resources; *Curriculum Development; Elementary School Counselors; *Elementary Secondary Education; Group Dynamics; Human Relations Programs; *Inservice Teacher Education; *Institutes (Training Programs); Instructional Media; Program Descriptions; Resource Units; Secondary School Counselors; Teachers; Units of Study (Subject Fields); Video Tape Recordings
IDENTIFIERS Human Development Program; Thematic Resources Activities for Career Education; TRACE

ABSTRACT

The Institute's many purposes include: (1) sensitizing educators to the need for career development education; (2) assisting teachers to develop instructional units into which career education activities will be infused; (3) collecting community resources for the teachers' utilization; (4) assisting counselors to back up teachers during implementation; and (5) developing in the teacher the competencies and desire to train others in his district. The program is further described in remarks prepared to accompany a slide presentation: The first year's program took three weeks, during which participants gathered for intensive training. During the first week, participants produced films depicting workers, workers' feelings, and work environments. One month later, an intensive one-week seminar taught the elements of the Thematic Resources and Activities for Career Education (TRACE); each participant developed an instructional unit in his subject area, infused with career education activities. For two months, the group implemented, evaluated, and refined their units in their classrooms. The third week's training was in human relations and change-agentry, using the Human Development Program small group process model, to equip the teachers to effect change in the attitudes and practices of their colleagues. Funded for its second year, the Institute counts this "multiplier effect" a high success. (Author/AJ)

JAN 23 1975

ED105115

THE CAREER EDUCATION INSTITUTE:

ITS GOALS, ITS ACTIVITIES, AND ITS OUTCOMES

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

Dr. Carl W. Pepperman
Director, Pupil Personnel Services
Central Susquehanna Intermediate Unit
82 University Avenue Box 213
Lewisburg, Pennsylvania 17837

presented at the

American Vocational Association Convention
December 6-11, 1974
New Orleans, Louisiana

CE003 374 (A)

The Career Education Institute: Its Goals, Its Activities, and Its Outcomes

Educational reform rests between the horns of a dilemma. Educational innovations abound, yet deep-rooted reform seems to move at a snail's pace.

Educators are rightfully reluctant (perhaps insulated by experience) to accept change for the sake of change--they recognize the wisdom of waiting until a new idea has been tested and proved effective. A predisposition to the status quo exists, to a degree, in all of us.

Yet, on the other hand, we are constantly confronted with obvious, pressing needs for reform in educational institutions and practices. Let's look at some of those needs.

"Education should be relevant" - aside from the prima facie need to keep our curricula current, there is some evidence that most learning occurs easier if the contextual elements are familiar to the learner. In other words, the process of learning is facilitated by using a framework of real world characteristics familiar to the learner. I believe most educators know this and yet many ignore it day after day as they attempt to teach.

In the interest of creating conditions under which innovations could be implemented, we have witnessed a general relaxation of regulations and policies by state education departments. For example, in Pennsylvania, an old law requiring that schools be open 180 days a year has been dropped; in its place is a requirement for total amounts of instructional time. However, this new requirement makes it possible to use time, previously considered inviolate for pupil attendance purposes, for teacher training, parent conferences, etc. And yet, only a few schools have moved away from the old 180 day schedule for pupils. Another instance of a relaxed regulation pertains to the appointment of non-certified persons to teach. In

Pennsylvania, a non-certified person may be hired for 200 hours a year to teach in a field where he has expertise or wide experience. For example, an attorney hired to teach law. Again, a very small number of these persons have been hired to work with students in a capacity which cannot be duplicated by a certified teacher.

What, then, is wrong? As educators we know about innovations - but we choose not to try them. Conditions have been created to allow new approaches - we still persist in our old ways.

At the risk of sounding simplistic, I submit that we have failed as educators of educators. We have failed to do with our own people what we are considered to be about: Education.

If education is said to have occurred when behavior changes, then it seems we must agree that many educators have been shortchanged by our attempts to "educate" them to innovative practices.

What have we done in the name of educating the educator to innovate? We have given him information about new ideas in education; we have told him that he may alter his practices while remaining within the protection of the law; we have sometimes suggested that he change because of a veiled threat - e.g. accountability.

We need to acknowledge that innovations and moreover the innovative process must be taught to teachers. Having thus acknowledged this need, it remained for us to develop and field test a training package that would do this.

Heretofore as educators trying to influence other educators to change their time honored practices, we have proceeded to do what many teachers have done in their classrooms for years. That is, we have not consciously considered the teacher's motivation or lack thereof to learn something new. We have assumed, like countless teachers, that because a student was in our midst we could pour from our reservour into his recepticle and that learning would occur, and having

occurred, behavior would change. Thus, we have been surprised, and disappointed, that in spite of our many attempts to in-service teachers through the dispensing of information about innovative programs, we too frequently observe almost no change in the teacher's behavior or values.

What we have not done is to consider the teacher's motiviation to change. As some one has pointed out, the need to avoid the pain and discomfort of changing outweighs the pain and discomfort of changing. Obviously, what is needed is to shift that balance to the point where the pain of changing is less severe than the discomfort of the status quo. Or to approach it from a positive point of view: the attractiveness of a changed milieu outweighs the security of the status quo.

Abe Maslow certainly ranks high in our knowledge of psychologists who have researched the area of motivation. The needs hierarchy which he outlined in the 1950's remains pertinent to our understanding of what motivates people - whether they be children or adults.

With physiological needs (food, shelter, etc.) to be satisfied first, followed by safety needs, and then the need for love followed by self-esteem and finally the need for self-actualization, we all attend individually to satisfy our various needs. This was never more clearly demonstrated to me than it was last summer when I was introducing a new instructional strategy in a workshop setting. The group of participants included a contingent of teachers who were in the midst of a contract negotiations conflict between their association and the school board.

The concerns these teachers had for their own economic welfare were being expressed as unmet needs whose priority exceeded (in Maslow's hierarchy) the more self-actualizing needs I was trying to meet with my lecture and demonstration. Although I obviously could not satisfy their economic needs, I was able somewhat to neutralize them by acknowledging their reality and permitting limited discussion of their significance.

This scene is repeated many times especially when one recognizes the idiosyncratic nature of the variety of these unmet needs. It is virtually impossible for a teacher to provide for all of the unmet needs within each student's hierarchy - needs which must be at least partially satisfied before we can expect any degree of psychological readiness for what we might be teaching. And yet, unless we reformulate our teaching strategies to account for these needs, we can be assured of failing to meet our educational objectives. This phenomena exists universally - with 6, 16, or 60 year olds. And those of us whose challenge it is to help teachers effect change in education must not forget that teachers' needs to learn (and to change) are not any differently motivated than other student groups.

I would like to relate some of our experiences in teacher motivation activities, ed from involvement in the Career Education Institute.

The Career Education Institute was conceived in 1971 by Carl Pepperman and his staff of the Pupil Personnel Services Division of the Central Susquehanna Intermediate Unit of Lewisburg, Pennsylvania. The Institute was considered at that time as a corollary to another federal program designed to develop Career Education Information primarily for students of the middle school level. At the time, in 1971 when both of these programs were being formulated the Career Education Institute was seen as a systematic effort to train teachers and counselors in the use of Career Education Information in their respective work with students. This training of teachers and counselors was viewed as extremely critical to the integration of Career Education into the already established courses of study being offered. At the time both ideas were developed, separate funding sources were sought at the suggestion of the personnel in the Pennsylvania Department of Education. Therefore, a project proposal entitled Career Education Services was presented to the Guidance Division of the Pennsylvania Department of Education and at the same time, the Career Education Institute project proposal was submitted to the Bureau of Vocational-Technical Education within the PDE.

Subsequent review of both proposals resulted in the approval and funding of the Career Education Services proposal for approximately $56,000. However, the proposal to provide inservice training within a Career Education Institute for teachers and counselors within our five-county service area was not funded. Consequently, during 1972 and through August of 1973 our primary efforts in the area of Career Education were directed toward the development of a career education information system which provided individual information packets to students from grades 5 through 12 within a limited geographic region of our five-county area. Because funding was limited primarily to the development of the information system, very little inservice training was provided. A short description of the Career Education Service including the comic books and job briefs arranged in accordance with the USOE's career cluster breakdown will be given in the slide-tape presentation to follow.

During the fall of 1972 a third proposal was developed by the Pupil Personnel staff of the CSIU, to be submitted to the U.S. Office of Education in response to their request for a proposal to develop curriculum materials and review existing materials in one of the fifteen cluster areas: Business and Office Occupations. Again, the Career Education Institute concept was written into this proposal as a means of providing inservice education to teachers of students in grades K through 14. Again, this proposal was not funded. However, when reviewed by the staff of the Research Coordinating Unit of the Bureau of Vocational-Technical Education in the PDE, they noted an especial interest in the Career Education Institute. Subsequently, then in the summer of 1973 the RCU staff invited us to resubmit that portion of the larger proposal in Business and Office Careers as a separate proposal for the inservice education of teachers. Thus it was in the fall of 1973 that the Career Education Institute of the Central Susquehanna Intermediate Unit was finally funded and work began immediately to identify staff with the Institute as well as teacher, counselor, and aide participants for the inservice training.

The Career Education Institute is not a building - it does not have permanent classrooms or an administrative suite or a parking lot. The Institute does have courses of study - it does have instructors - it does use books and other curriculum materials. The Institute can perhaps be best characterized as a state of mind, an idea whose time has come.

I say this at the risk of sounding either too profound or damned simplistic. However, I would like to explain my reasons. The comprehensiveness of the Career Education concept represents at the same time both a strength and weakness in terms of its acceptance by teachers. On the one hand, the very scope from grades K-14 and across all subject fields, and including the business and industrial sectors makes the concept "everybody's business" but at the same time "nobody's business". The comprehensive nature of the concept almost defies any strategy to implement it.

On the other hand, this same comprehensiveness is another way of labeling the concept's greatest attribute - its relevancy. Because of the life long process of career development - the concept truly spans all grade levels. Because each subject area's content could include references to career activities as examples of the discipline's content and in addition, all subject areas contain content which is needed by some career practitioners, the concept does touch all subjects - academic as well as vocational. And because all students will someday enter a career, the concept derives its validity from a community's adult population. They represent visible proof (validity) of the concept's ultimate reality - a career for each person.

Given this comprehensiveness, it is extremely difficult (if not impossible) to identify any other concept whose relevancy to these various elements of our culture is so patently clear.

And if our educational programs are to be compatible with our culture, it is easy to see why our schools should be about career education.

And yet for reasons which are also patently clear (including the premium on academic excellence spawned by Sputnik) it is only now that the idea to utilize our educational system to facilitate and enhance the career development of all students - this idea has, indeed, come of age. This all reminds me of situations where we have said "the tail seems to be wagging the dog." What was once thought to be the dog (academic achievement) has become the tail, while preparation for career development has become the dog. Ironically, it seems to me, we have now learned that academic achievement occurs more efficiently when a career education theme is utilized throughout the educational process. We have demonstrated that knowledge of basic skills or academics can be gained easier when students experience the relevance of career awareness and career exploration activities.

Our Institute's many purposes include: (1) sensitizing teachers and other educators to the need for career development education; (2) assisting teachers to develop instructional units based on already existing curricula into which career education activities will be infused; (3) collecting various community resources for the utilization by teachers in their instructional units; (5) assisting counselors and other support personnel to provide backup and concurrent classroom support to the teachers during the implementation phase; and finally, (5) developing in the teacher the competencies and desire to multiply his knowledge and experience by training other teachers and counselors in his district.

This last objective, the so-called multiplier effect, is particularly essential in view of the limited resources to provide outside training means for all teachers. With the training of first generation career education consultants and practitioners at the school district level, it follows that subsequent training can be handled to a large extent by those originally trained. Thus it was that the original class

of the CSIU's Career Education Institute began its own training just a year ago in December, 1973. Our first year's formal instruction covered a period of three weeks during which time all institute participants were excused from their teaching and counseling responsibilities and gathered in a sequestered setting for the rather intensive training program. The specific parts of the program will be described shortly by one of the staff of the Institute. Briefly however, the three separate weeks were devoted to first introducing the concept of career education through formal explanation. Later, during the first week (after training in the use of television cameras and video tape recorders as well as 35mm and 8mm cameras), the participants were assigned a task of developing a media production of a business or industry within their school district. The rationale for this type of beginning was based on the staff's conclusion that one of the most effective ways of sensitizing teachers to the world of work in their community was to require them to produce a program depicting the worker and the work environment and more importantly the worker's feelings regarding his or her job. Later during the first week after this media was produced, each school's team presented excerpts from their filming for other to critique. During the implementation of the instructional units some of this media was used with students as a means of informing them about specific industries or businesses in their community. About one month later, in January the participants reassembled for their second week of training which was devoted entirely to the process of developing instructional units for later use in their classroom. During the week a very systematic schedule was followed.

After the participants were pre-tested to obtain an assessment of their knowledge of current educational innovative concepts and practices, an intensive seminar was conducted to teach all of the elements of the Thematic Resources and Activities for Career Education (TRACE) unit. Beginning on Monday with writing

behavioral objectives and concluding on Friday with instruction on how to evaluate their unit's effectiveness, all participants "learned by doing" to develop an instructional unit in his subject area. All of the units produced were examples of career education activities and resources integrated with or infused into the teacher's already established plan or course of study.

The group was then sent back to their classroom for two months to implement, evaluate, and refine their instructional units.

Then in late March they were reconvened for a week's training in human relations and change agentry. Using the Human Development Program small group process model, the project director modeled a number of strategies designed to better equip the teachers for the challenge of effecting change in the attitudes and practices of their colleagues.

From our experience with teachers in the Institute, I would like to reinforce two major strategies which appear to facilitate the teacher's readiness to prepare for change.

First, we try to set an affective tone for all activities engaged in by the teachers. A psychological climate of warmth and acceptance prevails while risk taking in the form of trying on various "new behaviors" is encouraged. Concerns raised by teachers regarding the feasibility of implementing career education programs are accepted as perceived realities and logical arguments are reserved for a time when logic can be more readily accepted by the teacher.

Second, we recognize that all teachers are different just as all students are individuals. Likewise, all schools are different and have different needs. Consequently, a coordinated and systematic effort is made by the Institute staff to meet each teacher and his school "where he is" in relation to educational change generally, and career education specifically. By scheduling each week of group activity with at least three weeks intervening, Institute staff can provide maximum follow-up support, in response to individual needs, to all Institute participants. This

support if proffered in small groups as well as individually as needs arise. An example of how we met the teacher where she was will be described in the next part of the program.

INSERT SLIDE-TAPE PRESENTATION HERE

Where do we go from here? The Institute has been funded for another year. I didn't know that when we submitted this program for the convention. However, within the last week, we have received final approval to continue for a second year. Naturally, we plan some changes. First, we are encouraged by the "Multiplier effect" accomplished the first year. The "second generation" trained jointly by our original staff and the original participants exceeded our expectations in terms of translating career education concepts into classroom programming. Consequently, we plan to work concurrently with a new group of participants while helping both first and second generation participants further multiply our original efforts.

Second, a minor redirection is planned with respect to support personnel; we hope to identify several librarians who wish to participate. We believe they may be valuable resource persons, if sensitized to the concept, to teachers who may be ready for career education.

Third, a major change which we hope to begin work on soon relates to the

team involvement of under-graduate teacher education majors and counselors in-training. If prospective teachers and counselors can begin to see themselves as part of an instructional team, with unified, rather than conflicting goals, innovations can sprout from within rather than be imposed from "outside."

A prototype internship will be planned for both prospective teachers and counselors; this experience will include placement within an already Institute trained instructional team, as well as experience in a community or industrial setting related to personnel functions in the world of work;

We recognize the above as an ambitious undertaking. We further recognize our need to exercise all the imagination we can generate, and above all, utilize all the physical as well as psychic energy we can muster to accomplish our goals. Believe me when I say we will do this, because our own career development and self-actualization require it.

THE CAREER EDUCATION INSTITUTE:

ITS GOALS, ITS ACTIVITIES, AND ITS OUTCOMES

A SLIDE-TAPE PRESENTATION

by

Mrs. Marie G. Clark
Career Education Specialist
Central Susquehanna Intermediate Unit
82 University Avenue Box 213
Lewisburg, Pennsylvania 17837

Presented at the

American Vocational Association Convention
December 6-11, 1974
New Orleans, Louisiana

CE003 394(B)

Would your school district like to participate in the Career Education Institute? That was the question posed by project director, Dr. Carl Pepperman to superintendents from various school districts. He urged selection of teams of personnel who would not be uncomfortable in demonstration settings and who held the respect of their peers. Twenty-four participants were chosen from three separate school districts representing grade levels K-12.

Goal One of the institute was inservicing in Career Education

Three one-week training modules were developed. Week one focused on Career Education concepts - what is it; why have it, who should do it; when should it be done.

Media instruction followed with individualized instruction for the 24 participants in the use of 35mm, 8mm, transparency making and video taping. Armed with equipment, the four teams of six persons each were thrust into industry for a day to produce classroom usable media.

One team composed of a counselor, four teachers and a work-placement coordinator from a high school was assigned to a forge and foundry in their town. Initially one participant commented "Why go there? I'd never encourage any kid to work in that Hell-hole". Educators donned hard hats and endured the blaze of heat in front and the gusts of cold from behind. In response to the question "Why do you work here?" the workers' answers revealed a great pride in their quality control.

Another team of four elementary teachers, a counselor and a paraprofessional visited a large greenhouse. Initially enthralled with the beauty, they soon were faced with interviewing tasks quite different from any they had ever experienced. "What are you doing" soon became the appropriate question. The wide range of tas , and skills in this industry were quickly evident. After a long day of literally dragging video tape equipment through miles of greenhouses, participants still were smiling! Creativity and risk -taking characterized these participants.

Editing the week's productions and sharing them in a peer-critiquing format conclused the first module of inservice. Valuable insights were learned through the experience.

A few weeks elapsed and the second inservice module began, focusing on curriculum development. After instruction in behavioral objectives and unit construction each participant was required to take a unit that they intended to teach in the remainder of the year and infuse career development concepts and activities.

Each unit was to include at leat two concerns of the state career development model - self, education, career, decision making, economics, leisure. All of these are applicable K-12 and incorporate the four domains of vocabulary, knowledge, attitudes and skills. Units were called TRACE's. Thematic Resources and Activities for Career Education. Much individualization and personal assistance was given during this criterion based week's workshop directed by Dr. Merrill Meehan.

While teachers and counselors worked on curriculum a specialized workshop was held for the paraprofessionals during which each developed a game and/or model for use in a classroom.

Late winter arrived and so did the third inservice module emphasizing the affective education techniques and multiplication strategies. The Human Development Program was chosen for the training example. The goals of this program are development of self concept, mastery, and social interaction. Participants learned the technique of conducting "Magic Circles" through demonstration groups, personal growth, and involvement.

"I was going to help Mommy bake a pie and I put too much flour in. Karen, you were going to help your Mom bake a pie--is that right? And you put too much flour in and got in trouble for that. Let's tell these people who just told us something what they said--o.k. Go ahead. Karen just said that she got in trouble for putting too much flour when they were baking a cake."

Teachers participated in actual Magic Circles.

"Our circle cue for today is what my career means to me."

"I happen to be an elementary school counselor and I look upon my career as a life style rather than a specific occupation.

"It's a part of my life and a big part and I don't know what I'd do without it. It's meeting people and learning things.

I think my career means to me the ability to extend my personality overtly and to affect people and to have people affect me and to have a feeling that I've made some contribution hopefully a successful contribution to the society that I live in.

Examination of roles, attitudes and reactions through activities and games led to a commitment from each of the participants as to "where am I and where am I going with Career Education".

After completing three weeks of training many participants reflected the common desire for more local staff to be trained. Responding to this request CEI staff conducted a three-day workshop. This second generation was chosen by the original partiicpants by "each one picking one". A highly commited group of individuals evolved.

Goal 2 of the Institute was facilitating students' career development

The USOE model of the three stages of awareness, exploration, and specialization was stressed throughout the project. Children at a very young age found the world of work fascinating. Within the normal activities of reading and social studies, people and what they do were easily infused. A need arose for hands-on activities for middle school grades. Participants of the Career Education Institute developed learning stations related to the clusters. An environmental careers station with 30 individual hands-on activities allowed an entire classroom to be working at the same time. What does it feel like to wear a dust mask, work with a hard hat, make exterminator's pitch paks? These kids really know.

Using already existing school materials and simply discussing "who uses these things" increased the awareness of many students.

Commercial materials were purchased as needed for usage within classrooms.

A need for career information existed in many schools and so an already existing regional personalized career information service was expanded and updated. A child simply indicated by code number the careers about which he desires information and returned these request cards by an already existing transportation system to the Intermediate Unit. Here packets were assembled and then returned to schools for dissemination with a few days turn-around. Elementary briefs were also developed at a third grade reading level.

Specialization was already occurring for many senior high pupils at area vo-tech schools but awareness of the facilities and activities there widened the perspectives for many other students. The infusion into standard curriculum offerings such as math, social studies and language arts increased students' career development. New courses as well as work placements on released time, enhanced existing opportunities.

Goal three of the institute was developing classroom activities

Implementation of the participant's prepared TRACE units brought an avalance of classroom activities. A creative ninth grade science teacher in a unit on sound had each student listen to the musical instruments, design and build his own instrument, plan an assembly line for proudction of newly created instruments and explain the sound production. In her words---"One of the things we did TRACE unit was to produce musical instruments. These instruments could either be one they designed and created or a preexisting instrument. Following this, the student was given a worksheet whereby they had to tell me several things about it.

For example, they told me how they made the instrument, they went through the detailed step by step procedure so that if I wanted to make it I would end up with the same thing they did. They also told me how they would go about mass producing this and the various careers involved.

A 3rd grade teacher prepared a slide tape show of a local dairy and jug milk business for her classroom's use. She took a few 6th grade pupils along to interview workers. They asked the questions that were really relevant to them. The kids even talked the teacher into trying to milk a cow!

Learning the alphabet is fun in this 1st grade classroom because the teacher has a career corps and posters for all.

Creative dramatics and mini-courses in ballet provide skills and attitudes toward future employment. This hobby of a teacher is now a part of the curriculum.

As environmental careers were discussed it was a natural transition to the neighboring area for hands-on activities.

The final goal of the project was to coordinate, expand, and utilize community and school resources.

Field trips were changed from typical observations to hands-on experiences in many instances.

The Vo-Tech Schools were opened to elementary and junior high school students for awareness of programs.

A community resource guide was developed by participants listing persons willing to talk to pupils on a one-to-one basis; those willing to come into the classroom; and those persons willing to host field trips. Responses of the communities were most enthusiastic.

Community and school libraries became real working resource labs. Librarians requested help from the CEI staff to provide what kids were asking for.

Many businessmen welcomed work programs and work experiences. One boy was offered training and employment by a local water treatment plant.

Parent's help was sought in facilitating their children's career development. Pupils and teachers explained what they were doing and their goals to the PTA's.

Through discussion between Dr. Pepperman and a district coordinator, the Bureau of Employment Security opened their doors for a survey of employment trends in the area. This was analyzed by 15 clusters and given to area guidance counselors.

Throughout the entire project, the CEI staff tried to respond to local needs. ny individual and team conferences were held. Often these were at lunch time, before school, evening hours, or whenever convenient to the participants. The strong personal relationships which developed facilitated career education impelmentation.

Commercial aids were suggested as applicable during consultations.

Communication was constantly a problem as several school districts were involved. The CSIU Newsnotes aided the efforts as well as a Career Education Update newsletter to keep participants aware of what each other were doing.

The culminating activity was a dinner meeting of all participants and staff to share what they had done and their dreams for the future.

"I've done more individualized work and tried new ideas that I was afraid to attempt before."

"I've never enjoyed teaching more."

"As a counselor I now see myself as a resource person."

"It gave me a chance to stand back and evaluate what I was doing and why I was doing it."

Intermediate Unit #16 is a service group for 17 school districts within a five-county area.

Summary:

One of the unique features that distinguishes this project from many other teacher training projects is the use of career education specialists performing a supportive role. Several part-time persons were employed in this capacity. Within a very flexible job description these persons worked to eliminate as many barriers as possible which could potentially negate the implementation of career education within the classrooms. We believed and still do that learning occur best when there is a warm, working relationship encased in mutual respect. Every effort was made to establish rapport with participants. This opened the door to opportunities for service.

Some specific examples may illustrate the point more vividly.

An older elementary teacher phoned one evening asking if she could come to my house sometime that evening. She just had to see me. As it turned out, over a cup of coffee at the kitchen table, she was floundered by writing behavioral objectives for her TRACE unit. She had never encountered this hurdle before and was threatened that her fellow team members were whipping this task off so easily. She knew what she wanted to do. By merely allowing the opportunity for a verbal explanation and then asking "now what is it you want to have Johnny do", the problem was far less formidable. She became so elated at her own success that she took the next day as a personal day from school and continued writing her unit. She had never encountered this hurdle before and was threatened that her fellow team members were whipping this task off so easily. She knew what she wanted to do. By merely allowing the opportunity for a verbal explanation and then asking "now what is it you want to have Johnny do", the problem was far less formidable. She became so elated at her own success that she took the next day as a personal day from school and continued writing her unit. In her words

"before I forget what or how". Stopping by her home the following afternoon reinforced the learning and sharing process.

A first year teacher would often call and her opening statement was always, "I have an idea - do you thing it's o.k." She was most creative but needed just a bit of confidence to dare to risk and do the unknown.

Many requests for help come in the form of specifics - Did we know of anyone who had an old altimeter, where could they buy a bee hive smoker, where could they get a filmstrip on environmental careers, etc.

As often as possible team meetings were scheduled. These serve as a cayalyst to one district where previously only two annual teacher group meetings took place. Participants found the opportunity to use others as a bankboard or a springboard for ideas most helpful and supporting.

The psychological effect of just knowing there was always someone just a phone call away was a reassuring factor to most of the counselors, teachers, and paraprofessionals.

A second unique feature of the Career Education Institute was the priority placed on infusion of career education into curriculum. An all-out effort was made to prevent activities from being add-on courses or mini-courses taught by specialists.

By allowing each participant the opportunity to choose the unit to be developed, relevancy and interest were maintained. Unit titles included Silas Marner (Sr. High Literature), polygons (general Math), the business letter (language arts) remedial reading and many others. All of these are on display and copies are available by request.